Federal and Michigan Guidance on Data Reporting, November 2005

The US Department of Education (ED) must report to Congress annually on the success of programs that have been authorized. There have been indicators established General Performance Reporting Act (GPRA) that each state contributes data toward. For adults, ED continues to ask that states report results on the secondary graduation results, GED, CASAS or TABE. If a state uses the BEST, these results should also be reported, even though this measure does not appear on the GPRA indicators.

For children, ED is asking states to use the PPVT Receptive Vocabulary Test and the PALS Pre-K Upper Case Letter Naming sub-task as assessment tools.

In order for ED to show program viability, the federal office needs to provide data (evidence) that the program is making strides.

As a state, we are "expected" to use the GPRA measures (e.g., PPVT-III (for children in the year before kindergarten entry)) and PALS Pre-K Upper Case Letter Naming Task (or an equivalent Upper Letter Naming Task assessment that collects the same type of data) (for four year olds) this year. For this year's report (due April 2006), they noted that it is imperative, for the purpose of our reporting on Even Start to Congress and the Office of Management and Budget (OMB), for states to collect the data from as many projects as possible. **The report due in April 2006 is for results noted in 2004-2005.** Beginning with 2005-2006, all projects will be expected to use those measures. The following sites provide additional details regarding the requested measures:
*PPVT-III = http://www.agsnet.com/Group.asp?nGroupInfoID=a12010
*PALS Pre-K Upper Case Naming Task = http://pals.virginia.edu/PALS-Instruments/PALS-PreK.asp
*CASAS = http://www.casas.org/casasnewweb/index.cfm
*TABE = http://www.tabetest.com/ or http://www.ctb.com
*GED = http://steckvaughn.harcourtachieve.com or http://www.acenet.edu/AM/Template.cfm?Section=GEDTS

At the Even Start State Coordinators' annual business meeting in Chicago in August, the federal program staff indicated that this year's data (2004-2005) will be due in the April 2006 report, and that there should be, at least, a six-month period between pre- and post-test. Federal program staff hope and trust that states comply with their expectations to report reliable information using the requested uniform measurements that can be aggregated to objectively demonstrate Even Start's benefit to the nation's low-income families.

If any Michigan Even Start grantees have data for 2004-2005 on the results of their four-year-old children being assessed with the PPVT-III or PALS-PreK or a similar upper case alphabet naming assessment, please forward it at your earliest convenience.

PPVT–III

For 2005-2006, all Michigan Even Start programs received a copy of the PPVT-III at the August 2005 Retreat. Following are the assessment instructions:
1. The reporting year is July 1, 2005 – June 30, 2006.
2. Pre-tests should be on-going with enrollment, with those completed by January 1 having the six-month window of time for post-test by June 30, 2006 and your reporting of the outcome with the 2005-2006 data.
3. Assess all three- and four-year-old children with a baseline.
4. Assess any child remaining in the program at least six months with a "post."
5. Be prepared to report on individual children, who have at least one pre–test completed by January 1. Be prepared to report all scores (standard, age equivalent, NCE). Guidance and format will be forwarded as soon as written expectations are received from ED.
6. Continue assessing children every six months.
7. Use the PPVT only with children who have sufficient English to understand the directions in English. The Spanish version (Test de Vocabulario en Imagenes Peabody - TVIP) may be used for children who do not understand the English directions, **but results must be reported separately**.

The 2005-2006 data is essential as we develop the State Outcome Indicators that will be implemented in 2006-2007, replacing (along with one for the PALS-PreK), the outcome using the Concepts of Print sub assessment of the MLPP, which is still to be reported for 2005-2006.

PALS–PreK Alphabet Naming

For 2005-2006, all Michigan Even Start programs have received a copy of the PALS-PreK at the November 2005 Consortium meeting. The ED will only require the report of the results of the upper-case naming. For children who demonstrate competence in upper case, it is the expectation that Michigan programs would proceed to the lower case and report accordingly. The assessment should be incorporated into planning appropriate learning opportunities and instruction in the early childhood education component. Following are the assessment instructions:

1. The reporting year is July 1, 2005 – June 30, 2006.
2. Ideally, the assessment should be administered by the child's classroom teacher, individually, taking approximately 5-10 minutes (not a timed assessment).
3. Carefully review the instructions on scoring; distinction between N/A and zero is important.
4. Assess those children who are age-eligible for kindergarten in 2006-2007.
5. Use the assessment as frequently as you desire to inform instruction.
6. You will report on:
   a. the number of children who qualify to be assessed (enrolled at least six months, age-eligible for kindergarten in 2006-07, and not exempt because of insufficient proficiency with English).

b. the number of children reported in "a" who have been assessed (should be the same number) **between May 1, 2006 and June 30, 2006**.
c. the number of upper-case letters these children know.
d. scores on lower-case assessment for those children who demonstrate competence on the upper-case assessment.

Other elements of the PALS-PreK covering the other elements of early literacy may be useful for planning instruction.